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ABSTRACT

This annotated bibliography was developed for the Centre for Literacy of Quebec's 2000 Summer Literacy Institute, "Adult Literacy and Television: Has a Familiar Resource Been Overlooked?" and contains 49 citations of Canadian, British, and American research in the field of adult literacy and television from the 1960s to the year 2000. The bibliography is arranged in chronological order to show the shift in perspectives over time. References to 10 additional articles of interest also are included. Citations are indexed alphabetically by author and keywords. Keywords are provided under each annotation for quick reference. (KC)

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Contents

Preface	ii
Acknowledgments	iii
1970-1979	1
1980-1989	11
1990-1999	21
2000	29
Additional articles of interest	30
Keywords index	32
Authors index	33

Preface

Television has been seen by some as an enemy of literacy and by others as a tool for enhancing literacy. It has been used to arouse public awareness through national campaigns, to instruct in basic skills and to motivate potential learners to seek education. According to the International Adult Literacy Survey (IALS), adults with limited literacy watch more television than other adults; they suggest, however, that this is not the cause of their low literacy but the outcome.

To explore some of the ambiguities and contradictions, The Centre for Literacy of Quebec chose Adult Literacy and Television as the topic for its annual Summer Institute in 2000. The question posed was: "Has a familiar resource been overlooked?"

This bibliography provides some context for the discussion. Going back to the early literature from the 1960's, we uncovered experiments and programs that have been forgotten, and numerous insights that have been lost. One of the most obvious findings is the little attention that has ever been paid to the concept of media literacy for adults. The varied initiatives in many countries reflect divergent theories of both literacy and of learning technologies.

We hope that this re-collection of past thinking will serve to ground our Summer Institute. Beyond that, in combination with the ideas posed by Institute participants and others, we hope to influence current thinking about the potential of television in relation to adult literacy.

Notes on style
We have retained the spelling from the original titles, Canadian, American or British; so the same word may be spelled differently in different annotations.

We have not changed the designation when authors used the term "illiterate," although we recognize that the issue of labels is contentious. While we believe that the currently used term, "low-literate," implies that literacy abilities lie along a continuum, we also wanted to reflect the perspective of the author(s) and the time.

How to use this bibliography
The bibliography is arranged in chronological order to show the shift in perspectives over time. At the end of the document, we have provided an alphabetical index by author with a page reference to the annotation. Keywords are under each annotation for quick reference.

Acknowledgments

This bibliography has been created through an online information search under the topic of Adult Literacy and Television. The initial search was carried out by Alison Blackburn and Rob Assmus, two students in the Graduate School of Library and Information Studies at McGill University (Montreal), in partial fulfillment of a final year course. They wrote a full report from which this bibliography was developed.
They used the following criteria to guide their search:

Adult Literacy and Television

- how television is/can be used for instruction
- how television is being used to create awareness of literacy and education needs (promoting literacy)

- articles from scholarly journals and popular magazines
- covering a period of the past twenty-five years
- focus on adult literacy and television in:
    1. Britain
    2. United States
    3. Canada

Further research, collection of articles, additional annotations and bibliography creation were done by Sadia Mir, from The Centre for Literacy of Quebec. She has also abridged some of the original annotations. Our goal was to make them understandable to both professional and non-professional readers. Proofreading was done by staff from The Centre for Literacy, Meg Sinclair and Sally Selvadurai.

The research for this project was funded by a grant from Canada Post.

This project falls within the Summer Institute project of our 1999-00 Training Project funded by the National Literacy Secretariat, Human Resources Development Canada.

The Centre for Literacy gratefully acknowledges the support and collaboration that made this publication possible. We ask anyone who wishes to use this document or to add entries to please acknowledge and share a copy with us at the address below:

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Dr. Linda Shohet
Director
May 2000

Adult Literacy and Television: An annotated bibliography

Bunger, M. (1970).

Two American Studies on Literacy Through Television: Operation Alphabet in Florida*. Literacy Discussion, 1 (3), 129-142.

In 1960, there were approximately 260 000 adults, 25 years old and over, classified as illiterate or functionally illiterate, as well as many thousands of others in the 18-25 bracket. As a result of these findings, a statewide concentrated literacy campaign using Operation Alphabet telecasts, was launched in Florida in 1963. This article relates the history of the campaign, the purpose of the study, describes Operation Alphabet, and evaluates some of the instructional procedures used. This article runs alongside Nell Peerson's article, *"Two American Studies in Literacy Through Television: A Televised Experiment in Alabama".*

*The official title of the study is *A descriptive study of Operation Alphabet in Florida and an evaluation of certain procedures employed.* The study was sponsored by the Florida Sate University. This is a summary of the research.

KEYWORDS

USA, OPERATION ALPHABET, LAUBACH METHOD, NATIONAL LITERACY PROGRAMS

Gaudray, F. (1970).

Multi Media Systems. International Compendium. Eleven Project Descriptions of Combined Teaching Systems in Eight Countries.

Munich, GDR: International Central Institute for Youth and Educational Television.

The demands made by modern technological society on the traditional educational system are briefly discussed. The remainder of the compendium describes eleven projects using educational technology, principally televised instruction, with success. Projects from Brazil, Canada, West Germany, France, England, Japan, Poland, and the United States are presented. Most projects broadcast conventional arts and science programs at the elementary, high school, or college levels. Brazil televised a course for illiterates, and France sponsored programs about agriculture for farmers and of other rural dwellers. Each report includes the aims of the project, a description of programming, statistics about participation, and conclusions about the success of the programs.

KEYWORDS

INTERNATIONAL EDUCATION, USA, CANADA, TEVEC, LANGUAGE ARTS PROGRAMS, SCIENCE PROGRAMS, OPEN UNIVERSITY, ELEMENTARY EDUCATION, SECONDARY EDUCATION, POSTSECONDARY EDUCATION, VOCATIONAL EDUCATION

Parke, M. B. (1970).

Toward a Technological Breakthrough to Literacy.
Brooklyn, NY: City University of New York.

The UNESCO Courier's estimate of 700 million totally illiterate persons world wide and an estimate of 10 million functionally illiterate persons in the United States are cited. The advantages to being literate are discussed as this pertains to the welfare of the individual himself and to society in general. The sixteen trends in the development of literacy programs in the United States cover the total illiterate population spanning all age groups. Some of the current trends revolve around teaching approaches, teaching personnel and the involvement of specialists from allied fields, the use of printed materials as well as hardware, research emphasis, and evaluation of the entire field. Considered separately is the technological equipment currently being used and possibilities for its future use. Attention is called to the dangers inherent in the technological revolution as well as the benefits that can result from meeting the needs of people on an individual basis. Recommendations are made to the universities and colleges on the basis of research findings assembled in the 1960's. Programs concerned with teacher education as it relates to literacy instruction are listed, but the need for a nationwide expansion of such programs is emphasized.

KEYWORDS

USA,NEW TECHNOLOGIES, ELEMENTARY EDUCATION, SECONDARY EDUCATION, POSTSECONDARY EDUCATION, LITERACY PROGRAMS

Peerson, N. (1970).

Two American Studies in Literacy Through Television: A Televised Experiment in Alabama*.

Literacy Discussion, 1 (3), 122-129.

In the 1960s, Alabama was among the states with a high percentage of illiteracy. An experiment, including evaluation, in the eradication of adult literacy by use of television instruction was conducted during the 1960-1961 academic year. Peerson traces the experiment from initiation to evaluation. This article runs alongside Mariana Bunger's article, *"Two American Studies on Literacy Through Television: Operation Alphabet in Florida"*.

* The official title of this study is *An experiment, with evaluation, in the eradication of adult literacy by use of television instruction over a state educational television network supplemented by supervised group viewing and by the related use of project-supplied materials of instruction.*

KEYWORDS

USA, OPERATION ALPHABET, LAUBACH METHOD, PROGRAM EVALUATION

Cass, A. W. (1971).

Materials and Methods for Adult Literacy Programmes.

Literacy Discussion, 2 (3), 9-25.

This discussion paper focuses on the importance of suitable reading materials in adult literacy programmes. Ways of assessing various forms of reading matter, formats of reading materials, reading methods, televised reading instruction, testing for progress and the teacher role are explored. Examples studied include USA TV programmes: Learn for Living, Streamlined, Reading, and Operation Alphabet. A full list of references is given.

KEYWORDS

USA, OPERATION ALPHABET, READING MATERIALS, LAUBACH METHOD, MATERIALS ASSESSMENT, ADULT BASIC EDUCATION PROGRAMS

Dutton, D., & Seaman, D. F. (1971).

Audio-Visual Aids in Adult Literacy Education.
Literacy Discussion, 2 (3), 27-42.

An audio-visual device for adult education is defined as any physical object, hardware or software, that may be of value in effecting behavioural change in a learner. The devices considered include: projectors, videotape recorders, television, easels, computers, newspapers, and common reading material (i.e., labels, money, street signs, etc.). Television is described as having the potential of becoming one of the most useful audio-visual teaching aids for adult literacy education. "Operation Alphabet" is used as an example of an effective programme designed to aid adults with low literacy skills.

KEYWORDS

USA, OPERATION ALPHABET, AUDIO VISUAL AIDS, ADULT BASIC EDUCATION PROGRAMS

Gattegno, C. (1973).

Teaching Reading via the Medium of Television.
Educational Technology, 13 (9), 40-44.

This article gives an explanation of the uses of the medium of television as a teacher to eradicate illiteracy. It has been possible to make a new study of reading and to use that study to generate a curriculum in which the sequence of segments unfolds at the same time as the laws of learning are respected. Care is taken of the conventions of reading, phrasing, intonation, melody, spelling, and comprehension based on speech. The television programmes Sesame Street and Electric Company are discussed.

KEYWORDS

USA, READING INSTRUCTION, CURRICULUM DEVELOPMENT

Conger, S. (1974).

An "Open" Basic Training for Skill Development (BTSD): What are its Possibilities?

Literacy Discussion, 5 (4), 573-82.

In North America, the "open" education concept is applied to BTSD (Basic Training for Skill Development) in order to explore the possibilities of its application. The article focuses on the British 'Open University' concept: a higher education institution that disseminates its courses in whole, or in part, by means of radio and television broadcasting.

KEYWORDS

UK, POSTSECONDARY EDUCATION, DISTANCE EDUCATION, OPEN UNIVERSITY, RADIO

Lallez, R. (1974).

Canada: Experiment in adult education.

Literacy Work, 3 (3) 29-60.

This article is an abridged version of R. Lallez's findings drawn from an experiment in adult education and multimedia held in the Saguenay/Lac St-Jean region, Quebec, Canada. At the time, Saguenay/Lac St-Jean region had 150,000 inhabitants. The experiment used television as its mainstay (hence TEVEC, a modified acronym and a mnemonic for its name) and involved 80,000 people who had seven years of schooling or less. The basic aim of the project was to provide the participants with the equivalent of the nine years schooling necessary for them to participate in vocational training. The project is described from its pre-inception; simultaneous assessment accompanies observations of its progress. The TEVEC operation furthers discussion about the theory and strategy of innovation, and the design and execution of a multimedia system on a wider scale.

KEYWORDS

CANADA, TEVEC, VOCATIONAL EDUCATION, COMMUNITY LITERACY, NEW TECHNOLOGIES, ADULT BASIC EDUCATION PROGRAMS

Matthews, T. (1974).

Training on the Air.
BACIE Journal, 28 (11), 159-60.

Since the start of educational broadcasting 50 years ago, the BBC has devoted an increasing amount of resources both on air and on television to educational programmes. In recent years, the introduction of Open University educational television programming in Great Britain has contributed greatly to more effective industrial and technical education. This article highlights the contribution this service has made to industrial training and education. Target audiences include married women returning to the workforce, adults with low literacy skills, immigrant workers, and those changing jobs in mid-career.

KEYWORDS

UK, BBC, OPEN UNIVERSITY, VOCATIONAL EDUCATION , RADIO, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Ryan, J.W. (1975).

Literacy and Adult Education: Uses of Television and Radio in Two Developed Countries.
Literacy Work, 4 (5-6), 57-73.

The uses of television and radio in two developed countries are reviewed by authors from the United States and Britain. The United States review (by Dr. John W. Ryan, Director of the International Institute for Adult Literacy Methods) tackles the problem of recruitment in literacy and adult education programs. The information is based on a report prepared by Mark Rossman (College of Education, Arizona University), entitled *Problems of Recruitment in Literacy and Adult Education Programmes*. Recruitment was undertaken via radio & television advertisements and printed graphics. These materials attempted to convey information about adult basic programs in the city of Springfield, MA, and to engender positive attitudes towards such problems. The Massachusetts experiment illustrated both the potential and requirements of electronic media in recruiting adult basic education participants -- it was stressed that the presentation should be direct and simple and should convey a positive image of a learning setting in which adults can feel comfortable and not have their sense of dignity threatened. The United Kingdom review is based on the BBC television program, `On the Move,` which is now in its second year. The article is based on extracts from the BBC Adult Literacy Handbook which explains some of the initiative behind the television programme "On the Move" and the BBC Adult Literacy Campaign.

KEYWORDS

UK, USA, BBC, ON THE MOVE, RADIO, EDUCATIONAL TECHNOLOGIES, ADULT LITERACY PROJECTS, LITERACY PROMOTION, RECRUITMENT, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Cain, J. (1976).

Style in Educational Television.
Studies in Adult Education, 8 (1), 43-55.

Characteristics of broadcast educational television for adult audiences are discussed in terms of: style in television, television grammar, and course and resource-type programs. The current British Broadcasting Company (BBC) Adult Literacy Project and the television programme "On the Move" are used as examples.

KEYWORDS

UK, BBC, ON THE MOVE, ADULT LITERACY PROJECTS, EDUCATIONAL TECHNOLOGIES, NATIONAL LITERACY PROGRAMS

Johnston, V. (1976).

On the Move: an Adult Literacy Project.
An Leabharlann, 5 (1), 12-16.

This article is an account of the author's work within the Northern Ireland Council of Social Service as Referral Coordinator for the British Broadcasting Corporation's Adult Literacy Project. The work soon established that those with literacy problems are often intelligent and resourceful people varying from school leavers to those in their 60s. The appeal of the BBC TV programme "On the Move" to all types of illiterates underscores the importance of national publicity, of message content, and the growing necessity for well written books with a low reading age and high adult interest. The article outlines the author's position as Referral Coordinator for Northern Ireland, under the Northern Ireland Council for Social Service, the telephone referral service set in place by the BBC in connection with their Adult Literacy Project. This system linked people with low literacy skills with organizations and tutors in their community to provide them with the help and resources needed.

KEYWORDS

UK, IRELAND, BBC, ON THE MOVE, LITERACY PROMOTION, RECRUITMENT, ADULT LITERACY PROJECTS, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Radcliffe, J. (1976).

The Contribution of Broadcasting to Continuing Education.
Teaching at a Distance, 6, 46-55.

Four recent British Broadcasting Company (BBC) continuing education projects are described ("Living Decisions in Family and Community" encourages further education; "Kontakte," a beginning German course designed as a teaching and learning resource in adult education centres; Adult Literacy Project; and the Trade Union Studies Project) and characteristics of the present and future contribution of broadcasting to continuing education are summarized.

KEYWORDS

UK, BBC, CONTINUING EDUCATION, OPEN UNIVERSITY, RADIO, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Hargreaves, D. (1977).

On the Move: the BBC's Contribution to the Adult Literacy Campaign in the United Kingdom between 1972 and 1976.
London, UK: British Broadcasting Corporation (BBC).

The author is project leader for the BBC's Adult Literacy Provision Project. During the first year of the campaign some 90,000 adults received tuition through broadcasts and television programmes. This account of the BBC's involvement includes how the BBC's contribution came about between 1972 and 1976; a brief month-by-month indication of the time-scale of events between 1974-76; and provides some general information about would-be students.

KEYWORDS

UK, BBC, RADIO, ADULT LITERACY PROJECTS, ON THE MOVE, NATIONAL LITERACY PROGRAMS

Stevens, J. (1977).

The BBC Adult Literacy Project.
Convergence - An International Journal of Adult Education, 10 (1), 20-28.

The British Broadcasting Corporation's Adult Literacy Project is believed to be the first attempt to use broadcasting on a massive scale to discover the extent of the illiteracy problem in an industrialized society and to contribute to its alleviation. While television or radio cannot, on their own, achieve a great deal, this project supplements the national adult literacy programme. Instead of offering courses for which people would need to sign up, people would be encouraged to join. It was agreed that the media could greatly influence the willingness of people to come forward. The article looks at the role of the BBC, the Telephone Referral Support Service, public response to the initiative, volunteer support, promotion and publicity of the campaign, for each year of the Project and the next step for the future.

KEYWORDS

UK, IRELAND, BBC, ON THE MOVE, RECRUITMENT, ADULT LITERACY PROJECTS, VOLUNTEERS, LITERACY PROMOTION, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Cook, D., & Arora, R. (1978).

Parosi - A Contribution by BBC Television to Meeting the Needs of Immigrants in Britain.
Literacy Discussion, 19 (4) 87-95.

It is noted that there are approximately 850,000 non-English speaking persons in Great Britain, half of whom came from India. The BBC, in an attempt to encourage these people to learn English, broadcast a test-program in Hindi, composed of thirty-one dramatic episodes intercut with five discussions. The principle theme of the program was life in the United Kingdom. Case studies and in-depth interviews revealed that the program had raised the status of English as a second language (ESL) instruction, and increased the Indian communities' desire to emphasize literacy in their native language and in English.

KEYWORDS

UK, INDIA, ENGLISH AS A SECOND LANGUAGE (ESL), SKILL TRANSFER, IMMIGRANT LITERACY, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Hargreaves, D. (1978).

The BBC Contribution to the U.K. Adult Literacy Campaign.
Literacy Discussion, 9 (4), 75-85.

The participation of the BBC in Great Britain's adult literacy campaign is discussed. Plans were made to use the communication media (radio and television) to encourage people to participate and to offer the services of volunteer teachers. It was decided to recruit students by television and volunteer teachers by radio. A test program shown to 500 people provoked such hostile reaction that the program was reconsidered and replanned. The BBC also was instrumental in having advertising pamphlets printed and distributed.

KEYWORDS

UK, BBC, RADIO, VOLUNTEERS, RECRUITMENT, LITERACY PROMOTION, LITERACY TUTORS, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Richards, M. (1978).

Britain Tackles Illiteracy.
Change, 10 (8), 16-9.

Britain's three-year literacy effort has brought together the federal government, a national broadcasting network, and the voluntary sector in a programme that pioneered new methods of teaching basic literacy. Volunteer tutors are used in an educational television venture sponsored by the BBC and the newly-created Adult Literacy Resource Agency. This article provides a sweeping view of the United Kingdom's attempt to eradicate illiteracy, focusing specifically on the crucial role of the volunteers in maintaining and furthering the project.

KEYWORDS

UK, BBC, ON THE MOVE, USA, VOLUNTEERS, RECRUITMENT, COMMUNITY LITERACY, LITERACY PROMOTION, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Hargreaves, D. (1980).

Adult Literacy and Broadcasting.
London: Frances Ponte Ltd. 257

This book follows the contribution of the BBC to the adult basic education sector. It does not encompass the campaign as a whole, but rather, there is a strong focus on the people and the organisations with whom the project team were most closely associated..

KEYWORDS

UK, BBC, NATIONAL LITERACY PROGRAMS, ADULT BASIC EDUCATION PROGRAMS, ADULT LITERACY PROJECTS, LITERACY PROMOTION

Peterson, R. E (1980).

Learning from Adult Education Programs in Foreign Countries.
Berkeley, CA: Educational Testing Service.

This discussion paper sketches major programs for adult education in Sweden, the Soviet Union, France, and England and considers several policy implications for adult education in the United States. The first section examines the reforms in Swedish public education designed to facilitate social equality, with special emphasis on the study circle. A description of the institutions and practices of the Soviet adult education system is provided in the second section. The third section concentrates on the various types of local educational agencies and systems for industrial training found in England. Aspects of France's adult education program, including guaranteed paid educational leave, continuing adult education, training courses, formal and popular learning activities, and special programs for older adults are discussed in the fourth section. The final section examines policy implications for adult education in the United States for employee training systems, learning services for poorly educated and illiterate adults, institutes to serve the older adult, televised courses, diversification of services to accommodate the diversity of adult learning interests, and a system for unified lifelong learning. The paper was presented at the National Conference on Adult Education (St. Louis, MO, November 2, 1980).

KEYWORDS

INTERNATIONAL EDUCATION, SWEDEN, FRANCE, UK, USSR, USA, CONTINUING EDUCATION, LIFELONG LEARNING, PUBLIC POLICY, ADULT EDUCATION

Livingston, I. (1981).

Libraries and Educational Broadcasting.
Assistant Librarian, 74 (2), 27-29.

This article is a contribution to an issue of the journal devoted to educational broadcasting and libraries. It describes the links between Renfrew District Libraries and the BBC Adult Literacy Project. The article first outlines the actions of the BBC to further the Adult Literacy Campaign by providing publicity, support material and programmes of interest to those involved in teaching basic skills. The remainder of the article focuses on the role of the library as an education centre and respondent to interest generated by media, by providing the resources and facilities for study in an open learning environment.

KEYWORDS

UK, SCOTLAND, BBC, OPEN UNIVERSITY, LIBRARIES, ADULT LITERACY PROJECTS, COMMUNITY LITERACY, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Stock, A. (1982).

The United Kingdom: Becoming and Staying Literate*.
Prospects, 12 (2), 221-232.

The literacy situation in the United Kingdom is explored. Development of learning strategies for postliteracy and the continuing education of neoliterates are explored from the viewpoint of lifelong education. Background and context of adult literacy in the United Kingdom are reviewed, noting the recent involvement of the British Broadcasting Company (BBC). The administrative Adult Literacy Unit (ALU) is described and its objectives and methodology detailed, leading to the formation of the Adult Literacy and Basic Skills Unit (ALBSU). Postliteracy techniques are outlined, including periodicals, textbooks, other reading materials, and access to them. Several observations arising from the project are summarized.

* This article is an abridged version of a document prepare by Arthur Stock in connection with a research project at the UNESCO Institute for Education, Hamburg on the development of learning strategies for the postliteracy, and the continuing education of neoliterates and lifelong education.

KEYWORDS

UK, BBC, ALBSU, ON THE MOVE, LIBRARIES, CONTINUING EDUCATION, LIFELONG LEARNING, PROGRAM EVALUATION, POSTLITERACY PROGRAMS, LEARNING STRATEGIES, READING MATERIALS, LITERACY ORGANIZATIONS, NATIONAL LITERACY PROGRAMS

Zaman, R. (1982).

Functional Literacy Through Television in Pakistan.
Prospects 12 (2) 233-241

This article studies Pakistan's Adult Functional Literacy (AFL) Project. AFL consists of five phases and is based on the need to address the serious backlog of illiteracy and the massive annual increase. The project also addresses ways in which television can be employed as a tool to further adult basic education and functional literacy. The article provides a background to the project, outlines the five phases and evaluates the problems and future prospects of adult education.

KEYWORDS

PAKISTAN, NATIONAL LITERACY PROGRAMS, ADULT BASIC EDUCATION PRORAMS, NEEDS ASSESSMENT

Marchilonis, B. A., & Niebuhr, H. (1985).

Television Technologies in Combating Illiteracy. A Monograph.
San Francisco, CA: Far West Lab for Educational Research and Development.

Responding to a need indicated by President Reagan's 1983 Initiative on Adult Literacy, this monograph considers the past, present, and future uses of television technology in literacy programs. Recognizing the amount of time Americans spend viewing television and the new possibilities for service delivery offered by such technological developments as cable TV, videocassettes, and videodiscs, the document presents a classification scheme of literacy levels, examines literacy programming of the 1950s, 1960s and 1970s, and describes the British Broadcasting Corporation's pioneering outreach programs. Advantages and disadvantages of TV as an instructional medium are considered, as well as the pctential audience; kinds of programming at federal, state, and local levels; new applications of existing programs; and the use of innovative technologies to reach adult illiterates. The authors conclude with a moderate view of electronic media as part of an ecology of learning, and stress the need for engaging leadership to meet the literacy challenge, perhaps in the spirit of campaign or competition that motivates other areas of American life. An appendix provides a comprehensive list of literacy television programs, including titles, descriptions, and information on availability. References are also listed.

KEYWORDS

USA, UK, BBC, VIDEO, PROGRAM EVALUATION, NEW TECHNOLOGIES, NATIONAL LITERACY PROGRAMS

Russell, R. (1985).

Network.
SLA News, 185, 15-18.

This article describes the dual role of Network as a provider of information related to broadcasts and opportunities in adult and continuing education which had its origins in the Adult Literacy campaigns of the mid 1970s in Scotland. The ways in which Network operates through radio and television are discussed and a description of the provision of information points in various libraries, their purpose and the types of users they are designed to help is detailed. The paper stresses the need for cooperation between Network and libraries to ensure that those users who require information receive it.

KEYWORDS

UK, SCOTLAND, CONTINUING EDUCATION, LIBRARIES, RADIO, ADULT EDUCATION, NATIONAL LITERACY PROGRAMS

Brookfield, S. (1986).

Media Power and the Development of Media Literacy: an Adult Educational Interpretation.

Harvard Educational Review, 56, 151-170.

Author Stephen Brookfield describes and illustrates television's presentation of bias in programming and production. He advocates educating adults to be critical in consuming television images of reality and argues why media literacy is an essential element of adult education. He presents six techniques of media literacy which have been successful in teaching adults to read between the lines of television's portrayal of political issues, news events, and images of society. In his study, he evaluates US and British television programmes.

KEYWORDS

UK, USA, BBC, MEDIA LITERACY, CRITICAL THINKING, PROGRAM EVALUATION

Houston Independent School District. (1986).

A Regional High -Technology Delivery System Model for Adult Literacy. Final Report.

Austin, TX: Texas Education Agency.

The Houston Regional High -Technology Delivery System Model for Adult Literacy meets the need for a technology-based system to deliver instruction in basic literacy skills. The system provides multilevel instruction in reading, writing, and computation skills to out-of-school youth and undereducated adults. A variety of technologies are used to serve the students through technology-based literacy centers, in their homes, and through community centers, such as schools and libraries. Prior to developing the system, a high-school dropout study was completed and a systematic approach was taken to identify the following: resources, student needs, skills for entering the job market, suitable electronic transmission systems, and available instructional materials compatible with the systems. (This report describes the conduct of the project and includes many schedules used in developing the project: organizational contacts, recruitment guidelines, basic skills needed for entering the job market, room designs for adult literacy center and satellite center, a resource list of literacy videotapes, adult literacy projects, project evaluation, and public television involvement plans.)

KEYWORDS

USA, COMMUNITY LITERACY, READING SKILLS, WRITING SKILLS, NUMERACY SKILLS,VOCATIONAL EDUCATION, PUBLIC TELEVISION, LIBRARIES, YOUTH, NEW TECHNOLOGIES, NEEDS ASSESSMENT, JOB SKILLS, RECRUITMENT, PROGRAM PLANNING, ADULT BASIC EDUCATION PROGRAMS

Spangenberg, G. (1986).

The Broadcast Media & Literacy.
BCEL Newsletter for the Business Community. 1 (8), 1, 4-5.

Project Literacy U.S. (PLUS) combines national network television and radio broadcasts with community action, alerting the public to the urgency of the adult illiteracy problem and helping to mobilize efforts to deal with it in towns and cities across the United States. All 525 affiliate and member stations of the American Broadcasting Company (ABC) and the Public Broadcasting Service (PBS) take part by airing programs referring viewers to local programs of instruction, and otherwise giving assistance to individuals and groups in their communities. The PLUS initiative is conducted in two phases. The first, in process since January 1986, is focused on building an outreach infrastructure via the local ABC and PBS stations. The second, on-the-air coverage, operated throughout the September 1986-June 1987 broadcast season. The PLUS campaign overlaps and works in cooperation with the national multimedia campaign begun in January 1985 by the Coalition for Literacy and the Advertising Council. In some states, special television projects are in progress that will serve to reinforce the PLUS and Advertising Council efforts. However, short-run success in raising public awareness could ultimately result in failure, unless public and private sector funding sources can respond quickly with substantial new monies to support and nurture the new activities that will be generated.

KEYWORDS

USA, ABC, PBS, PROJECT LITERACY U.S. (PLUS), LITERACY PROMOTION, RADIO, COMMUNITY LITERACY, RECRUITMENT, PUBLIC AWARENESS, FUNDRAISING, NATIONAL LITERACY PROGRAMS

Stinehart, K. (1987).

Similarities and Differences in Distance Education in Mexico and the U.S.
Iowa: n.p.

Both Mexico and the United States make use of communications technologies for distance education. In the United States, most distance learning programs focus on a post-secondary level of learning and are planned and carried out by the individual sponsoring institution. A variety of technologies are used, including educational television and communications satellites. In Mexico there are fewer distance education programs, most of which focus on literacy education, and are planned and funded by the government. Radio and television are the most prevalent technologies. Public television programming has been used successfully in mass media campaigns; and radio and some television have been used since 1965 for "Alphabetizacion," a major, national literacy program for adults. Nonformal radio projects which incorporate direct interaction with local people and give them the opportunity to appear on discussion programs, have proved to be more successful with rural people than more formal formats.

KEYWORDS

USA, MEXICO, DISTANCE EDUCATION, ELEMENTARY EDUCATION, POSTSECONDARY EDUCATION, RADIO

Mehler, A. (1988).

The Potential of Captioned Television for Adult Learners. Working Papers of Planning and Development Research - Working Paper 88-3. Toronto, ON: TVOntario.

With the assistance of the Canadian Captioning Development Agency, TVOntario has undertaken to determine the efficacy of applying closed-captioned television to the needs of adult learners who are not hearing impaired. In this research study, actual and potential applications of closed-captioned television for hearing audiences in Canada, the United States, the United Kingdom, Europe, and Australia were explored in order to provide a context to guide development in this area. Following a description of captioning technology and a discussion of the current commitment of Canadian broadcasters to captioned television, the report provides a review of experimental research studies that tested the use of closed-captioned television with adult students of English as a Second Language and literacy, as well as with learning disabled adults. The results of these studies are discussed in terms of their implications for the development of captioned television for adult learners in Ontario. Issues are raised concerning the learning contexts that are best suited to learning with closed captions, and suggestions are made as to the types of programs and captioning methods that are most conducive to learning. The paper concludes with recommendations for the next phase of research--to conduct a pilot test of the use of captioned video in various classroom learning contexts and with learners of varying capabilities.

KEYWORDS

INTERNATIONAL EDUCATION, CANADA, USA, UK, EUROPE, AUSTRALIA, TVONTARIO, CLOSED-CAPTIONED TELEVISION, ENGLISH AS A SECOND LANGUAGE (ESL), LEARNING DISABLITIES, ADULT EDUCATION, NEW TECHNOLOGIES

Sharon, D. (1988).

Technology in Education, 1988. Working Papers of Planning and Development Research - Working Paper 88-2.
Toronto, ON: TVOntario.

This report on technology in education has been prepared, primarily for TVOntario staff, to highlight new and growing educational applications and to summarize recent evaluations of earlier application efforts. The descriptions of trends and developments are classified by media format. Representative applications of the media include: (1) television (use of telecourses and educational programming for adults, introduction of media literacy courses, and an increasing number of television game shows for children); (2) satellite delivery (more use of satellite transmission to deliver professional and continuing education programs and academic resources); (3) teleconferencing (as a communications medium for business, as a delivery medium for medical consultation and training, and as a forum for student exchange); (4) computers (computer-based learning environments, database access, and conferencing capabilities); (5) videodisk and interactive video (for training resource provision and for teaching reading); and (6) videotex (for banking, shopping, and financial planning services).

KEYWORDS

CANADA, TVONTARIO, CONTINUING EDUCATION, VIDEO, DISTANCE EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, POSTSECONDARY EDUCATION, MEDIA LITERACY, PROGRAM EVALUATION, NEW TECHNOLOGIES

Business Council for Effective Literacy. (1989).

The U.K.'s National Center: An Approach To Consider.
Adult Literacy: Programs, Planning, Issues 20, 1-8.

This document describes the British Adult Literacy and Basic Skills Unit (ALBSU) because information on the ALBSU experience might be useful to planners working to establish a similar national literacy center in the United States. (The ALBSU was formed in London in the mid-1970s to support the BBC's television-based national adult literacy campaign, largely as the conduit for disbursing government funds to local education authorities. However, it has since evolved into the central organization for coordinating and nurturing adult literacy activities of every kind throughout England and Wales.) Section headings of the document pose questions addressed to ALBSU administrators that are answered in the narrative of each section. Among the headings are such questions as: What kind of body is ALBSU? To whom is it accountable? Who sits on its board? Does ALBSU promote private sector participation? How does ALBSU operate structurally? ALBSU does a good deal of publishing; what do activities in this area consist of, and how does the program operate? Who writes the materials? How is the budget apportioned? What about theoretical research? Who does it? Is ALBSU tied in with universities for that--or for any other functions? For television, radio, and other forms of distance learning, what kind of support does ALBSU provide? (CML)

KEYWORDS

UK, ALBSU, DISTANCE EDUCATION, RADIO, LITERACY ORGANIZATIONS, NATIONAL LITERACY PROGRAMS

Adult Literacy & Technology Project, PCC, Inc. (1990)

Adult Literacy & Technology Newsletter - Volume 4.
San Ramon, CA: Adult Literacy and Technology Project.

These four issues comprise Volume 4 of the "Adult Literacy & Technology (AL & T) Newsletter".

Some of the articles found are the following: in Issue 1 "The Video Project" (Michael Hanish), "Adult Education Program Utilizes Computer-Assisted Instruction (CAI)" (Mary Negri); in Issue 2 "Instruction a la mode: Types of Learning in CAI" (Larry Stanton), "Talk of Technology at the UN World Education Conference" (Martha Lane); in Issue 3 "Closed-Captioned TV and ESL (English as a Second Language) Instruction (Ed Gueble), "At the 1990 AL&T Conference " (Ed Gueble), "Sharing Ideas in Canada" (Brent Pouton et al.); in Issue 4 "On The Road Again in Toronto: A Mobile Computer Lab" (Brent Pouton), "Technology and a Season of Caring" (Terilyn Turner).

KEYWORDS

USA, CANADA, VIDEO, MOBILE EDUCATIONAL SERVICES, CLOSED-CAPTIONED TELEVISION, ENGLISH AS A SECOND LANGUAGE (ESL), NEW TECHNOLOGIES

Agency for International Development. (1990).

Development Communication Report - Volume Four.
Washington, DC: Agency for International Development.

The four issues of this newsletter focus on the use of communication technologies in developing nations to educate their people. The first issue (No. 68) contains a review of the status of adult literacy worldwide and articles on an adult literacy program in Nepal, the use of handheld electronic learning aids at the primary level in Belize, the use of public television to promote literacy in the United States, reading programs in Africa and Asia, and discussions of the Laubach and Freirean literacy models. The second issue (no.69) discusses the potential of educational technology for improving education; new educational partnerships for providing basic education; gender differences in basic education, a social marketing campaign and guidelines for the improvement of basic education; adaptations of educational television's "Sesame Street" for use in other languages and cultures, and resources on basic education. Women are the focus of the third issue (No. 70). The final issue (No. 71) focuses on health education, including the role of mass media and television commercials in influencing lifestyles and behavior pertaining to health care, and the success of community education programs in Brazil, Nigeria, Sri Lanka, Singapore, and Uganda.

KEYWORDS

INTERNATIONAL EDUCATION, USA, NEPAL, BELIZE, AFRICA, ASIA, PUBLIC TELEVISION, ELEMENTARY EDUCATION, COMMUNITY LITERACY, LAUBACH METHOD, FREIREAN MODEL, WORLDWIDE LITERACY, HEALTH EDUCATION, GENDER DIFFERENCES, NEW TECHNOLOGIES, LITERACY PROMOTION, WOMEN'S EDUCATION, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Lewis, Anne & Others. (1990).

Focus on Literacy. Part 1: The Numbers Game. A National Association of Broadcasters On-Air Initiative.
Washington, DC: National Association of Broadcasters

This booklet provides background information on literacy for television and radio broadcasters. It focuses first on the numbers of functionally illiterate persons in the United States and what those numbers mean. Central to understanding these numbers, as pointed out by the booklet, is the definition of illiteracy that is used, a definition that is changing. The guide then suggests local issues that can be defined and examined in a community, such as welfare reform and literacy, work force literacy, and family illiteracy. The guide then points out programming ideas on literacy that television and radio broadcasters can use, along with other general ideas. It also includes sources of additional information, sample public service announcements, and a sample editorial.

KEYWORDS

USA, COMMUNITY LITERACY, RADIO, FAMILY LITERACY, WORKPLACE LITERACY, STATISTICS, LITERACY PROMOTION, NATIONAL LITERACY PROGRAMS

Schwartz, M., Ph.D. (1990).

Television and Adult Literacy: Potential for Access to Learning for an Unserved Population.
New York: The Ford Foundation 77

This report is laid out in six sections: Section one provides the methodology behind the study and a definition of what is meant by a national effort to provide literacy instruction through television. Section two describes developments in adult literacy in the United States. Section three describes the principal reasons for turning to television to address the need for literacy services. Section four is a description of the most relevant of the current efforts, both national and international to use television and/or video for adult literacy and of the lessons or policy implications each raises for feasibility and implementation of a national effort. This is followed by a summary analysis of televised literacy instruction. Section six outlines what is needed to implement a national literacy initiative using television and recommends some initial steps for the Ford Foundation.

KEYWORDS

USA, NATIONAL LITERACY PROGRAMS, ADULT BASIC EDUCATION PROGRAMS, INTERNATIONAL EDUCATION, VIDEO, PUBLIC POLICY, PROGRAM EVALUATION

U.S. Office of Vocational and Adult Education (ED). (1990).

Idaho Partnership for Workplace Literacy: Final Report.
Boise, ID: Idaho State Department of Employment.

A project was conducted to coordinate and facilitate the delivery of workplace literacy programs in business and industry in Idaho. More than 600 companies were contacted and thirty-one programs were funded, involving more than 900 participants. Program components included General Educational Development tapes played over public television and offered in public libraries, with a computer program to supplement the tapes; programs with English as a Second Language (ESL) participants developed around safety and job description curriculum; and efforts to teach at the work station as well as in the classroom. Supervisors or company tutors worked with instructors to help present one-on-one instruction. Participants were encouraged to discuss the training in group activities in the classroom. The project also established an identification and referral network. A proposed childcare component was not developed. This report includes documents from the project: child care agreement; steering committee members list and meeting minutes; third-party evaluation report; staff training materials such as a generic skills research and development questionnaire, an instrument developed by the Department of Manpower and Immigration, Saskatchewan, Canada; draft procedures and training manual; and news articles about the project.

KEYWORDS

USA,CANADA, GED,VOCATIONAL EDUCATION, ENGLISH AS A SECOND LANGUAGE (ESL),WORKPLACE LITERACY, PUBLIC TELEVISION, LIBRARIES, IMMIGRANT LITERACY, NEW TECHNOLOGIES, LITERACY PROMOTION, RECRUITMENT

Lawrence, J. & Mace, J. (1991).

Television Talk and Writing: Practical Ideas for Literacy and Language Work with Adults.
Cambridge: National Extension College 113

This book is a resource of ideas and worksheets for adult education based around learners' everyday experience of television. It aims to develop analytical, argumentative and literacy skills. In particular, the book encourages learners to reflect on their experience of television and learn more about how and why programmes are produced. This book is divided in 2 main sections: the first section studies themes found in television series and the second section analyzes the different television programme genres.

KEYWORDS

UK, ADULT EDUCATION, CRITICAL THINKING, PROGRAM EVALUATION, PROGRAM PLANNING

Sumner, H. (1991).

BBC Education: The Effectiveness and Evaluation of Educational Broadcasting.
Journal of Educational Television, 17 (3), 159-72.

This paper discusses formative and summative evaluation techniques used by BBC Education in the United Kingdom to assess the effectiveness of educational broadcasts for various ages. Two case studies are included: a research project, commissioned by the BBC and the Independent Television Association and carried out by the Broadcasting Research Unit, that investigated the use of educational television in primary and secondary schools; and a Basic Skills Initiative based on a partnership between the Training Agency, the Adult Literacy and Basic Skills Unit (ALBSU) and BBC Education which focused on adult literacy programmes.

KEYWORDS

UK, BBC, ITV, ALBSU, ELEMENTARY EDUCATION, SECONDARY EDUCATION, PROGRAM EVALUATION, DISTANCE EDUCATION, RADIO, MEDIA LITERACY, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Mace, J. (1992).

Television and Metaphors of Literacy.
Studies in the Education of Adults, 24 (2), 162-175.

Mace discusses the changing evolution of television as an element of literacy education. She focuses on using television-viewing as a positive social and cultural activity where the reading of images (gestures, faces, decoding messages) on the screen can improve literacy skills.

KEYWORDS

UK, VISUAL LITERACY, LITERACY PROGRAMS, MEDIA LITERACY, SKILL TRANSFER

Moeller, B. (1995).

Harnessing TV for Adult Literacy.
Electronic Learning. 15, 35.

Although the adult literacy effort is continually growing with the implementation of a greater number of classes in high schools, community centres and in the workplace, there remain an alarming number of adults who still do not receive the help they need. As a result, educators, in search of alternatives, are turning to television and radio. Television has long been a part of K-12 education, but only now is it being focused on as a method for educating adults, especially those who are illiterate. The Adult Literacy Media Project is creating new adult literacy video programming for television transmission and VCR use in an attempt to reach the adults missed by the traditional school system. Tips for active engagement, which improve learning and are integrated into television programming for the Adult Literacy Media Project, are described.

KEYWORDS

USA, ALMA, RADIO, ELEMENTARY EDUCATION, SECONDARY EDUCATION, VIDEO, DISTANCE EDUCATION, NEW TECHNOLOGIES, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS, ADULT LITERACY PROJECTS

Strommen, E. (1995).

Television Catches its Second Wave: Classroom TV and Video Evolve from Passive Instruments to Interactive Tools.
Electronic Learning, 15 (3), 30-39.

Computers have been the focus of most discussions about teaching and learning as interactivity becomes the buzz word in education. As multimedia, the Internet and CD ROMs made their debut in educational settings, television seemed destined to certain demise as a tool for education. To the surprise of many, there is now a growing trend towards instructional television. The key to TV's successful comeback is changing the way it is used in the classroom. Television can be used towards interactivity by following up viewed material with oral discussions, research and written projects. TV should be used as a viewing medium for concepts that are not adequately conveyed with the written word. Media criticism courses are helping students and teachers understand the semantics and power of television, video production and visual imagery to better use TV as an interactive, critical tool in their education. (Includes related articles on media literacy resources, using TV in adult literacy.)

KEYWORDS

USA, VIDEO, VISUAL LITERACY, DISTANCE EDUCATION, NEW TECHNOLOGIES, MEDIA LITERACY, CRITICAL THINKING, ADULT EDUCATION

Fieldhouse, R. (1996).

A History of Modern British Adult Education.
Leicester, UK: National Institute of Adult Continuing Education.

The purpose of this book is to set the historical development of British adult education in its wider policy and ideological context, to examine its various forms and formulations and to identify what purpose or purposes it has served.

The sixteen chapters are as follows: "Historical and Political Context" (Roger Fieldhouse); "The Nineteenth Century" (Roger Fieldhouse); "An Overview of British Adult Education in the Twentieth Century" (Roger Fieldhouse); "The Local Education Authorities and Adult Education" (Roger Fieldhouse); "Community Education: The Dialects of Development" (Ian Martin); "Literacy and Adult Basic Education" (Mary Hamilton); "The Workers' Educational Association" (Roger Fieldhouse); "University Adult Education (Roger Fieldhouse); "Residential Colleges and Non-Residential Settlements and Centres" (Walter Drews, Roger Fieldhouse); "Independent Working Class Education and Trade Union Education and Training" (John McIlroy); "The Open University" (Naomi Sargant); "Adult Education: Past Auxiliaries and Informal Learning" (Peter Baynes, Harold Marks); "Learning for Work: Vocational Education and Training" (John Field); "Broadcasting and Adult Education" (Brian Groombridge); "Women and Adult Education" (Roseanne Benn); and "British Adult Education: Past, Present, and Future" (Roger Fieldhouse)

KEYWORDS

UK, COMMUNITY LITERACY, VOCATIONAL EDUCATION, OPEN UNIVERSITY, WOMEN'S EDUCATION, RADIO, ADULT EDUCATION, POSTSECONDARY EDUCATION, WORKPLACE LITERACY, CONTINUING EDUCATION, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Barnard, N. (1999).

Cable TV to Stage Literacy Bid.
The Times Educational Supplement, (4350) 1-2.

In Great Britain, the government agency for the promotion of basic reading and mathematics has turned to cable television in an attempt to reach the adults who need the most help. The agency believes that cable television programmes have a better chance of reaching audiences with poor numeracy and literacy skills than upmarket television stations. They hope to use cable television to broadcast self-help programs for adults in need of assistance.

KEYWORDS

UK, CABLE TELEVISION, RECRUITMENT, LITERACY PROMOTION, ADULT BASIC EDUCATION PROGRAMS, NATIONAL LITERACY PROGRAMS

Kingston, P. (1999).

Prime time for reading: Use of Television to Tackle Adult Illiteracy and innumeracy.
The Guardian, 13 (1).

The report of the Government's task force on post-school basic skills will recommend in March 1999, that a proportion of prime time television viewing be given over to teaching the three Rs. The report does not name individual television channels but it has been argued that ITV has a crucial role to play because it is watched by a sizable proportion of the UK's eight million functionally illiterate and innumerate adults. However, an ITV spokeswoman argues that the independent television stations are already making sufficient efforts to show programmes with an educative purpose.

KEYWORDS

UK, ITV, CONTINUING EDUCATION, DROPOUTS, LITERACY POLICY, ADULT BASIC EDUCATION PROGRAMS

Nash, I. (1999).

Hard Line on Basic Skills.
The Times Educational Supplement, (4314) 31.

An influential committee of inquiry endorsed by Great Britain's Prime Minister is to call for huge cash incentives for employers to deal with illiteracy in the workplace. In addition to an enormous media campaign, the committee has proposed that all television companies be required to give over a percentage of prime time viewing to deal with the problem of eight million adults who are effectively innumerate and illiterate.

KEYWORDS

UK, WORKPLACE LITERACY, LITERACY PROMOTION, LITERACY POLICY, NATIONAL LITERACY PROGRAMS

Adult Education Section; Nova Scotia Dept. of Education. (2000).

Think TV: A Guide to Managing TV in the Home.
Halifax: Nova Scotia Department of Education 284

This manual accompanies a workshop program called ThinkTV and is based on the idea that television can be used to develop important literacy and life skills, including critical thinking. ThinkTV combines strategies from the two related fields of critical thinking education and media literacy education. The manual contains a facilitator's manual and a series of five workshops (three core and two optional workshops) to help parents manage television in the home. Participants in the three core workshops learn how to think critically about television and how to gain some control over TV use in the home, focusing on time spent watching TV and program content. They are taught how to use television to support their children's learning in the classroom. The two optional workshops explore the language of television and the language of advertising. The former provides participants with opportunities to develop their analytical skills and apply them to television production techniques. The latter explores the commercial purpose of television and its impacts on programs and viewers.

KEYWORDS

CANADA, EDUCATIONAL TECHNOLOGY, CRITICAL THIINKING, MEDIA LITERACY, PROGRAM EVALUAITON, ELEMENTARY EDUCATION

D'Amico, D. & Donnelly, M. (2000).

Blurring the Boundaries Between Acquisition and Learning: Television-Based Literacy Services in Community and Home Contexts.
New York: Adult Literacy Media Alliance. 9

This paper reviews the pilot year experiences of TV411, a media-based national literacy service for pre-GED learners that embeds learning in real life context. It includes a community outreach component that provides materials in both educational and less formal learning environments.

KEYWORDS

USA, ALMA, TV411, NATIONAL LITERACY PROGRAMS, ADULT LITERACY PROJECTS, ADULT BASIC EDUCATION PROGRAMS, LIFELONG LEARNING,GED

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Educational Broadcasting International, 7 (2), 85-9.

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Educational Broadcasting International, 8 (4), 179-182.

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Educational Broadcasting International, 14 (1), 20-23.

Zaman, R. (1981).
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Media Educational Development, 16 (1), 2-4.

Perraton H.D. (1985).
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London, UK: Institute of Education.

TV Tuned in to Adult Literacy. (1987).

The Times Higher Education Supplement, 772, 7.

Graham, R. J. (1989).

Media Literacy and Cultural Politics.

Adult Education Quarterly, 39, 152-60.

Simpson (1993)

Developing English Language Learning Through Cable Television.

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 48, 7.

Hubik, S. (1994).

Television & Literacy Development in the Czech Republic: Literacy and Cultural Development Strategies in Rural Areas.

Czechoslovakia: n.p.

ADULT LITERACY AND TELEVISION
KEYWORDS INDEX

ABC 16
adult basic education programs 3,4,5,6,7,8,9,10,11,12,13,15,22,23,25,26,27, 28,29
adult education 11,14,18,24,26,27
adult literacy projects 6,7,8,9,11,12,26,29
Africa 22
ALBSU 12,20,25
ALMA 26,29
Asia 22
audio visual aids 4
Australia 18
BBC 6,7,8,9,10,11,12,13,14,25
Belize 22
Canada 1,5,18,19,21,24,29
cable television 27
closed-captioned television 18,21
community literacy 5,10,12,15,16,22,23,27
continuing education 8,11,12,14,19,27,28
critical thinking 14,24,26,29
curriculum development 4
distance education 5,17,19,20,25,26
dropouts 28
educational technologies 6,7,9
elementary education 1,2,17,19,22,25,26,29
English as a second language (ESL) 9,18,21,24
Europe 18,
family literacy 23
France 11
Freirean model 22
fundraising 16
GED 24,29
gender differences 22
health education 22
India 9
international education 1,11,18,22,23
immigrant literacy 9,24
Ireland 7,9
ITV 25,28
job skills 15
language arts programs 1
Laubach method 1,3,22
learning disabilties 18
learning strategies 12
libraries 12,14,15,24
lifelong learning 11,12,29
literacy organizations 12,20
literacy policy 28
literacy programs 2,25
literacy promotion 6,7,9,10,11,16,22,23,24,27,28
literacy tutors 10
materials assessment 3
media literacy 14,19,25,26,29
Mexico 17
mobile educational services 21
national literacy programs 1,6,7,8,9,10,11,12,13,14,16,20,22,23,25,26,27, 28,29
needs assessment 13, 15
Nepal 22
new technologies 2,5,13,15,18,19,21,22,24,26
numeracy skills 15
On The Move 6,7,8,9,10,12
Open University 1,5,6,8,12,27
Operation Alphabet 1,3,4
Pakistan 13
PBS 16
PLUS (Project Literacy US) 16
postliteracy programs 12
postsecondary education 1,2,5,17.19,27
program evaluation 3,12,13, 14,19,23,24,25,29
public awareness 16
public policy 11,23
public television 15,22,24
program planning 15,24
radio 5,6,8,10,14,16,17,20,23,25,26,27
reading materials 3,12
reading instruction 4
reading skills 15
recruitment 6,7,9,10,15,16,24,27
science programs 1
Scotland 12,14
secondary education 1,2,19,25,26
skill transfer 9,25
statistics 23
Sweden 11
TEVEC 1,5
TV411 29
TVOntario 18,19
UK 5,6,7,8,9,10,11,12,13,14,18,20,24,25,27,28
USA 1,2,3,4,6,10,11,13,14,15,16,17,18,21,22, 23,24,26,29
USSR 11
vocational education 1,5,6,15,24,27
volunteers 9,10
video 13,19,21,23,26
visual literacy 25,26
women's education 22,27
workplace literacy 23,24,27
worldwide literacy 22
writing skills 15
youth 15

ADULT LITERACY AND TELEVISION BIBLIOGRAPHY
AUTHORS LISTED ALPHABETICALLY

Authors	Page
Adult Education Section; Nova Scotia Dept. of Education. (2000).	29
Adult Literacy & Technology Project, PCC, Inc. (1990)	21
Agency for International Development. (1990).	22
Barnard, N. (1999).	27
Barnes, N. H. (1975).	30
Bowers J. (1983).	30
Brookfield, S. (1986).	14
Bunger, M. (1970).	1
Business Council for Effective Literacy. (1989).	20
Cain, J. (1976).	7
Cass, A. W. (1971).	3
Conger, S. (1974).	5
Cook, D., & Arora, R. (1978).	9
D'Amico, D. & Donnelly, M. (2000).	29
Dutton, D., & Seaman, D. F. (1971).	4
Fieldhouse, R. (1996).	27
Gattegno, C. (1973).	4

ADULT LITERACY AND TELEVISION BIBLIOGRAPHY
AUTHORS LISTED ALPHABETICALLY

Authors	Page
Gaudray, F. (1970).	1
Graham, R. J. (1989).	31
Groombridge, B. (1974).	30
Hargreaves, D. (1977).	8
Hargreaves, D. (1978).	10
Hargreaves, D. (1980).	11
Houston Independent School District. (1986).	15
Hubik, S. (1994).	31
Johnston, V. (1976).	7
Kingston, P. (1999).	28
Lallez, R. (1974).	5
Lawrence, J. & Mace, J. (1991).	24
Lewis, Anne & Others. (1990).	23
Livingston, I. (1981).	12
Mace, J. (1992).	25
Marchilonis, B. A., & Niebuhr, H. (1985).	13
Matthews, T. (1974).	6

ADULT LITERACY AND TELEVISION BIBLIOGRAPHY
AUTHORS LISTED ALPHABETICALLY

Authors	Page
Mehler, A. (1988).	18
Moeller, B. (1995).	26
Nash, I. (1999).	28
Parke, M. B. (1970).	2
Peerson, N. (1970).	3
Perraton H.D. (1985).	30
Peterson, R. E (1980).	11
Radcliffe, J. (1976).	8
Richards, M. (1978).	10
Russell, R. (1985).	14
Ryan, J.W. (1975).	6
Schwartz, M., Ph.D. (1990).	23
Sharon, D. (1988).	19
Simpson (1993)	31
Spangenberg, G. (1986).	16
Spindler-Brown, A. (1981).	30
Stevens, J. (1977).	9

ADULT LITERACY AND TELEVISION BIBLIOGRAPHY
AUTHORS LISTED ALPHABETICALLY

Authors	Page
Stinehart, K. (1987).	17
Stock, A. (1982).	12
Strommen, E. (1995).	26
Sumner, H. (1991).	25
TV Tuned in to Adult Literacy. (1987).	31
U.S. Office of Vocational and Adult Education (ED). (1990).	24
Zaman, R. (1981).	30
Zaman, R. (1982).	13